

Wylie Independent School District
Groves Elementary School
2023-2024 Improvement Plan

Mission Statement

Building the future, one student at a time.

Vision

As a Groves community of learners, we empower one another to overcome challenges, achieve excellence, and influence the world in a positive way.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on the OnDataSuite for 2022-23, R. V. Groves Elementary is a K-4 elementary campus identified as a Title I Campus with 669 students. Groves is a neighborhood school, and all students live within two miles of the school. Dual Language is offered at Groves to students in Kinder-3rd. 44.69% of students are identified as economically disadvantaged. 29.6% of students are LEP. 16.14% of students qualify for special education.

- African American – 15.99%
- Hispanic – 31.84%
- White – 33.48%
- Asian – 13.75%
- Two or more races – 4.33%

Demographics Strengths

Groves has an incredible amount of diversity among cultures, languages, and socioeconomic status. This develops opportunities for our students to heighten their sensitivities for others and recognize differences that make others unique. Having these opportunities at a campus like ours develops the whole child beyond academics.

A low rate of change in ethnic distribution continues to support the cultural diversity.

96.9% attendance rate from 20-21 TEA report card

3.89% of students qualifying for GT from OnDataSuite 22-23

mobility rate for 2020-21 is 9.1% from 20-21 TEA report card

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 45% of students are economically disadvantaged. **Root Cause:** 45% of our 660 students are economically disadvantaged. This is equal to 284 students. Other concerns based on Maslow's Hierarchy of Needs reduce levels of engagement for our students.

Problem Statement 2: 31% of students qualify as EB. **Root Cause:** Our attendance zone includes a large area of families whose parents are first generation citizens of the United States.

Student Learning

Student Learning Summary

Data from 2021-22:

3rd grade reading:

approaches 87%

meets 64%

masters 46%

3rd grade math:

82%

55%

33%

4th grade reading:

approaches 89%

meets 71%

masters 50%

4th grade math:

approaches 88%

meets 65%

masters 49%

Student Learning Strengths

3rd grade students performed equally well on both reading & math, indicating instruction was supporting the full performance those individual students were able to master.

Based on MOY MAP data collected by district, students were moved from the Did Not Meet category to the Approaches category in both 3rd and 4th grade.

Other than the Asian student population in the area of math, all student groups performed at or above the meets target.

Campus exceeded state scores in every domain:

	G03 rdg	G03 math	G04 rdg	G04 math
Groves	86%/65%/48%	83%/55%/35%	89%/71%/50%	87%/64%/48%
State of Texas	77%/52%/31%	70%/42%/21%	77%/54%/28%	69%/41%/23%

The goal for 4th grade math (40%) at the masters level was exceeded with 48%. This is an increase of 5% from 2020-21 data at Groves.

The goal for 4th grade reading (40%) at the masters level was exceeded with 50%.

The goal for 3rd grade reading (40%) at the masters level was exceeded with 48%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our students struggle with student engagement during the school day due to deficits in nutrition. **Root Cause:** It is suspected students are more frequently engaged in technology with parents working from home and unable to interact with other students outside of the home as previously was available.

Problem Statement 2: Our students have limited vocabulary in English and struggle with communicating their understanding in the learning process. **Root Cause:** 31% of 660 students qualify as EB. There are about 26 different languages spoken at Groves with multiple dialects.

School Processes & Programs

School Processes & Programs Summary

Weekly PLCs

Campus reading interventionist on campus 100% of each day

Addition of a math interventionist on campus for 100% of the day

Team of 6 implementing interventions for identified Tier 2 and Tier 3 students utilizing LLI, Florida State resources, etc.

K-2 teachers have been trained in the Reading Academy, and 3rd-4th grade teachers are being trained in 22-23 for the Reading Academy.

Regular RTI meetings to determine students of greatest needs and specific interventions necessary.

Regular campus staff meetings that focus on learning objectives related to enhancing student engagement.

Student learning objectives create focused instruction in a sub-optimized area of achievement mastery per grade level.

Daily intervention time for all students - built into master schedule that maximizes the beginning of each day with literacy. CAMP teachers are utilized for support in classrooms.

Continuation of Discovery Club to support vocabulary acquisition for lowest performing reading students

Increased focus on enhancing visuals and math word walls to support learning for EL students.

School Processes & Programs Strengths

85% of classroom teachers ESL certified

80% of classroom teachers GT certified

85% of staff has five or more years of experience teaching

Campus master schedule which allows for collaboration among grade level team members and daily intervention/enrichment time for all students.

Appointments set with teachers for RTI discussions monthly.

Literacy specialist support in all grades scheduled as coaching model throughout the year.

GT push-in support for planning more rigorous instruction, specifically in Kinder and 2nd grade teams.

Increased teacher leader capacity to lead PLCs, two trained PLC leaders per grade level in grades 3 and 4.

SIOP strategies supported on campus through Region X representative.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Economically disadvantaged hispanic students perform significantly lower academically than non-economically disadvantaged students or economically disadvantaged students who are not hispanic. **Root Cause:** Economically disadvantaged hispanic students come from homes parents are often not fluent in English.

Problem Statement 2: 2022-23 will experience an influx of 14 new hires, 2 of which are new to the dual language program. **Root Cause:** 12 of 14 new hires replace teachers who accepted positions that advanced their career.

Perceptions

Perceptions Summary

- Parent education night
- Weekly PLCs lead by campus leaders
- Master schedule built around intervention time to meet needs of all student
- WatchDOGS program
- Consistent, but various methods of communication with parents (classroom newsletters, marquee notices, Skyward notices, paper calendar in foyer, monthly calendar sent out to parents)
- 100% PTA attendance and participation in general session meetings/events
- regular campus attendance at district-led snack attack PD sessions

Perceptions Strengths

- Most parents attended parent/teacher conferences (provided with virtual option for those unavailable to come in person)
- 40% of parents attended parent education night
- 3% of students receiving discipline referrals

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A core group of parents is actively engaged in school life on a regular basis, but the size and diversity of this core group has not changed over the years to reflect our student population. **Root Cause:** Our most involved parents are parents who have flexible work schedules. Parents who have language barriers may not be comfortable engaging in school life.

Priority Problem Statements

Problem Statement 1: 45% of students are economically disadvantaged.

Root Cause 1: 45% of our 660 students are economically disadvantaged. This is equal to 284 students. Other concerns based on Maslow's Hierarchy of Needs reduce levels of engagement for our students.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Instill community and ethical values in our students

Performance Objective 1: 100% of students will participate in The Wylie Way





Evaluation Data Sources: Student climate survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Highlight core value for the 9 weeks in each Gator Gathering.</p> <p>Strategy's Expected Result/Impact: Students and teachers will be reflective in highlighting the core values in their instruction and daily expectations.</p> <p>Staff Responsible for Monitoring: Counselor, special areas lead teacher</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: One Wylie Way guidance lesson per grading period for each class</p> <p>Strategy's Expected Result/Impact: Counseling Calendar connected to computer class in rotations</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PALS program for high school students to mentor elementary age students</p> <p>Strategy's Expected Result/Impact: PALS log</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Instill community and ethical values in our students

Performance Objective 2: 100% of teachers will create bully-free classrooms so that 100% of students experience a bully-free classroom.





Evaluation Data Sources: Campus bully report log

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of District Anti-Bullying Policy Strategy's Expected Result/Impact: Bullying Report Forms, Guidance Lesson Plans Staff Responsible for Monitoring: Counselor and Assistant Principal	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in Unity Day through Wylie Way to join together against violent classrooms. Strategy's Expected Result/Impact: Anti-bullying assembly Staff Responsible for Monitoring: Counselor, PTA	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Instill community and ethical values in our students

Performance Objective 3: Campus attendance rate will be at 97.5% or above.





Evaluation Data Sources: Campus attendance reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Attendance and tardies will be monitored on a monthly basis Strategy's Expected Result/Impact: Tardy and attendance reports, tardy and attendance letters to parents Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Recognize students with perfect attendance and no tardies each nine weeks period. Strategy's Expected Result/Impact: Campus attendance reports Staff Responsible for Monitoring: Classroom teacher, attendance clerk	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Instill community and ethical values in our students

Performance Objective 4: Encourage parent involvement





Evaluation Data Sources: social media invitations, pictures, teachers sending CHOMPliments home

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Encourage more parental involvement with student successes and achievements.</p> <p>Strategy's Expected Result/Impact: More parents will come to the campus when invited through social media event notices and the marquee to hear good things about their child.</p> <p>Staff Responsible for Monitoring: admin, teachers</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Instill community and ethical values in our students

Performance Objective 5: Staff at Groves commits to serve our diverse community by taking the time to respect and celebrate each other's differences. With 43% economically disadvantaged and less than 50% of white ethnicity, our community of learners vary in societal, cultural, and economic backgrounds.





Evaluation Data Sources: Student climate survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher serves as a diversity liaison to the staff and students for additional supports. Strategy's Expected Result/Impact: Diversity awareness and its impact on education. Staff Responsible for Monitoring: Teachers, Administration, Counselor	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Books available in the library to support staff growth and awareness of different cultures. [Teacher books and Student books] Strategy's Expected Result/Impact: Use of books added to staff library and student library Staff Responsible for Monitoring: Teachers, Administration, Counselor	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 1: Groves will increase the percentage of 3rd-4th grade students who show mastery of grade level standard.

Evaluation Data Sources: 3rd & 4th grade reading STAAR scores





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide small group differentiated reading instruction for all 3rd and 4th grade students.</p> <p>Strategy's Expected Result/Impact: Increase percentage of 3rd grade students approaching grade level on STAAR reading by 5% each year.</p> <p>Staff Responsible for Monitoring: 3rd grade teachers, campus administration, ESL teacher, dyslexia therapist, special education teachers</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 2: 100% of students will show at least one year of growth in reading and math.

Evaluation Data Sources: District diagnostic Reading and Math scores, BAS, STAAR Student Progress Measure





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will develop extensive lesson plans that provide differentiated instruction based on district provided curriculum documents.</p> <p>Teachers will be provided time to plan purposefully with full day subs in the fall and spring.</p> <p>Strategy's Expected Result/Impact: Weekly lesson plans, walk-thru data, unit assessments, DPAs, CFAs</p> <p>Staff Responsible for Monitoring: teachers, auxillary staff, campus administration</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide rigorous small group differentiated instruction for all students [ELL, 504, special education, at risk, GT] to perform at the state and federal targets. [Use diagnostic assessments and formative data]</p> <p>Strategy's Expected Result/Impact: Weekly lesson plans, unit assessments, DPAs, Walk-thru data, WIN (intervention time)</p> <p>Staff Responsible for Monitoring: ELL and special education certified teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Differentiated Instruction (in class & tutoring)- materials - Title I - 11-6398 - \$8,000, Differentiated Instruction (in class & tutoring)- part-time staff - Title I - 11-6126 - \$10,880, Differentiated Instruction (in class & tutoring)- reading materials - Title I - 11-6329 - \$5,000</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide small group instruction outside the regular school day for students who are performing below expectations in independent practices.</p> <p>Strategy's Expected Result/Impact: Student data on CFAs, STAAR, MAPs, BAS</p> <p>Staff Responsible for Monitoring: Campus administration, classroom teachers, Title I FTE, Title I temporary tutor</p> <p>Funding Sources: Professional Supplemental Pay- tutoring; enrichment - Title I - 11-6116 - \$3,000, Tutoring snacks - Title I - 11-6499 - \$500</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide students access to on-line assessment, learning and remediation at school and at home.</p> <p>Strategy's Expected Result/Impact: Student data on CFAs, STAAR, MAPs, BAS and use of RAZ Kids Plus, Seesaw for Schools, and Progress Learning</p> <p>Staff Responsible for Monitoring: Campus administration, classroom teachers, Title I FTE, Title I temporary tutor</p> <p>Funding Sources: Such as RGR, Lone Star Math - Title I - 11-6399 - \$8,000</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 3: Campus STAAR scores will be 10 points above the state average in all areas.





Evaluation Data Sources: STAAR results; MAP results for BOY, MOY, EOY; district unit assessment results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Disaggregate data to identify individual student needs so that all student groups have intervention groups assigned during WIN each day.</p> <p>Strategy's Expected Result/Impact: 2022-2023 STAAR data, current year Benchmark data, Unit assessment data</p> <p>Staff Responsible for Monitoring: Campus administration and teachers, including Title I FTE</p> <p>Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide rigorous classroom instruction at performance standard of TEKS ensuring economically disadvantaged students meet the same learning standard as students who are not economically disadvantaged.</p> <p>Strategy's Expected Result/Impact: Weekly lesson plans, PLC agendas</p> <p>Staff Responsible for Monitoring: All certified staff members including Title I FTE, Title I Temporary Tutors, Title I paraprofessional, use of technology programs such as Progress Learning and iStation</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 4: Increase the number of parents and community members involved in activities that support student learning by 20%.





Evaluation Data Sources: Parent Volunteer Logs and Parent attendance sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Schedule monthly PTA programs Strategy's Expected Result/Impact: PTA attendance records Staff Responsible for Monitoring: Campus administration	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 80% of parents will attend at least one of the two Parent Education Nights including Title I Open House [Curriculum & Engagement Night], Title I Engagement Night, Literacy Night, Title I PAT event. [see G#2, PO# 4, St#3] Strategy's Expected Result/Impact: parent sign in sheets Staff Responsible for Monitoring: Campus administration and Title I FTE	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide parents with guidance, materials and activities that allow opportunities for student enrichment in math and reading to make academic connections between school and home. Strategy's Expected Result/Impact: increase parent involvement Staff Responsible for Monitoring: campus administration Funding Sources: Book Connection- Literacy Camp, PAT - Title I - 61-6329 - \$800, PAT; Literacy Night; Summer Reading snacks - Title I - 61-6499 - \$400, PAT; Literacy Night; Summer Reading supplies - Title I - 61-6398 - \$2,000, PAT; Literacy Night; Summer Reading - professional supplemental pay - Title I - 61-6116 - \$2,000, PAT; Summer Reading - paraprofessional supplemental pay - Title I - 61-6121 - \$1,000	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 5: The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-side funds and the TexSHEP grant.





Evaluation Data Sources: End of year documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: 1. Provide staff development sessions for district counselors. Strategy's Expected Result/Impact: Attendance log Staff Responsible for Monitoring: Counselor, Principal, attendance clerk	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize data to increase the awareness and needs of the McKinney-Vento Act students. Strategy's Expected Result/Impact: Staff Survey Staff Responsible for Monitoring: Counselor	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery and other items specific to grant guidance. Strategy's Expected Result/Impact: Budget report Staff Responsible for Monitoring: Counselor	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 6: Provide real-life experiences for students with limited background experience, such as EL and economically disadvantaged youth, using field trips to increase background experience and vocabulary.





Evaluation Data Sources: lesson plans pre-teaching field trip experiences and follow-up activities, movie-watching party with nonfiction literature to support , summer literacy camps

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide field trips and guest speakers that are aligned with grade level TEKS.</p> <p>Teachers and paras will support learning with materials, stipends, and extra duty pay.</p> <p>Strategy's Expected Result/Impact: increased vocabulary and background knowledge</p> <p>Staff Responsible for Monitoring: Campus administrator, team lead</p> <p>Funding Sources: Buses - Field Trip - Title I - 11-6494 - \$4,000, Field Trip - Title I - 11-6412 - \$7,500, Guest speakers, in-house field trips, visiting author - Title I - 11-6299 - \$3,000</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 7: Provide dyslexia services for students identified with dyslexia.





Evaluation Data Sources: master schedule, WIN schedule, RTI discussion logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Incorporate time in the WIN (intervention) schedule to provide dyslexia services to students outside of the ELAR time. Strategy's Expected Result/Impact: Students with dyslexia will utilize strategies for reading success and achievement. Staff Responsible for Monitoring: dyslexia therapist, admin</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 8: Campus will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.





Evaluation Data Sources: Fitness Gram, campus wellness team, participation in school or community wellness events

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.</p> <p>Strategy's Expected Result/Impact: Students will make healthier eating choices.</p> <p>Staff Responsible for Monitoring: admin, nurse, cafeteria management, coach</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Prepare students for a successful life beyond high school

Performance Objective 1: Majority of students will participate in College Week and Think College Thursday.





Evaluation Data Sources: Pictures of students in shirts posted to FB

Strategy 1 Details	Formative Reviews		
Strategy 1: Recognize and celebrate students who are participating in Think College Thursdays Strategy's Expected Result/Impact: increased college awareness Staff Responsible for Monitoring: Classroom teachers	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Prepare students for a successful life beyond high school

Performance Objective 2: 2nd-4th grades will provide advanced academics for students who qualify based on the district rubric.





Evaluation Data Sources: Campus master schedule

Strategy 1 Details	Formative Reviews		
Strategy 1: Designated advanced academics teachers (pods) in 2nd-4th grades Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus administration, grade level team leaders, PEIMS clerk	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Prepare students for a successful life beyond high school

Performance Objective 3: ELAR teachers will present Mapping Your Future Monday videos featuring skills needed to be successful in high-interest job varieties.

Evaluation Data Sources: Mapping Your Future Monday videos





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will view link for Mapping your Future Monday and in grades 2-4 students will use as a springboard for writing.</p> <p>Strategy's Expected Result/Impact: Heighten student awareness of the variety of jobs available, as well as the need for school to prepare for such jobs.</p> <p>Staff Responsible for Monitoring: Admin</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Attract, retain, and value a quality staff

Performance Objective 1: All core subjects will be taught by Highly Qualified teachers.

Evaluation Data Sources: Staff roster and certification report





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: At least one representative will be required to attend available snack attacks through the district for continuous professional learning and present to their teammates during PLC.</p> <p>Strategy's Expected Result/Impact: increased repertoire of knowledge for quality teaching</p> <p>Staff Responsible for Monitoring: administration, team leader</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administrative team will attend the virtual job fair posted for Wylie ISD in order to begin recruitment for potential hires in April. Interview questions are designed to reflect campus values represented in the vision statement.</p> <p>Strategy's Expected Result/Impact: By hiring in April we are finding candidates with the greatest potential for hire.</p> <p>Staff Responsible for Monitoring: principal and assistant principal</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each staff meeting will take place monthly and provide teachers with the opportunity to learn high impact strategies for their classrooms. Examples include engaging instruction, anchor charts to enhance the learning environment, and supports that can be put in place for student groups such as eco dis, ESL, and SPED students.</p> <p>Strategy's Expected Result/Impact: Teachers will be empowered by the leadership opportunities assigned to them for these staff meetings. Other staff members will benefit also from the recommendations and training provided by these teachers.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, specific teachers, SPED team, ESL teacher, Title I facilitator, dyslexia teacher</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Administration/Certified staff will have opportunities to learn high impact strategies for learning at higher levels from outside contracted services. This may include registration to outside professional development. This may also include professional development from consulting services such as PLCs.</p> <p>Strategy's Expected Result/Impact: Teachers and administration will be empowered by the opportunities to acquire further knowledge in their pedagogy. Students and peers will benefit as this knowledge is applied.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, specific teachers, SPED team, ESL teacher, Title 1 facilitator, dyslexia teacher</p> <p>Funding Sources: Professional Development - conference - Title I - 13-6299 - \$5,000, Professional Development - consulting services - Title I - 23-6299 - \$1,775, Professional Development - teacher travel - Title I - 13-6411 - \$2,000, Professional Development - principal travel - Title I - 23-6411 - \$1,000</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Attract, retain, and value a quality staff





Performance Objective 2: Teachers will be recognized publicly for positive campus impact.

Evaluation Data Sources: assembly agenda, student voted Teacher of the Month

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be selected by administration for going above and beyond in impacting the campus.</p> <p>Strategy's Expected Result/Impact: Pride in the campus and job satisfaction.</p> <p>Staff Responsible for Monitoring: Awards announced at Gator Gathering, Teacher of the Month presented (nominated by peers), and Great Gator Teachers (honored for helping students overcome challenges, achieve excellence, and influence the world in a positive way).</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Attract, retain, and value a quality staff





Performance Objective 3: by the end of 23-24 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus administration team will audit their LA teachers to determine who is in need of the ESL certification. Strategy's Expected Result/Impact: Determination will identify teachers who need their certification for EL students. Staff Responsible for Monitoring: principal, assistant principal</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Work in collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment. Strategy's Expected Result/Impact: Non-ESL certified teachers will be able to obtain their certification without cost. Staff Responsible for Monitoring: principal, assistant principal</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 1: Teachers will have access to equitable resources and technology across classrooms based on comprehensive needs assessment.





Evaluation Data Sources: Campus resource list and technology report

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure each classroom has equitable technology and resources Strategy's Expected Result/Impact: Resources inventory Staff Responsible for Monitoring: Campus administration, campus grade level team leaders	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: Support student participation in extracurricular activities to promote character and academic achievement.

Performance Objective 1: Student success in extracurricular activities such as the 4th grade track meet, UIL district event, and various outside achievements will be noted through assemblies and/or Facebook recognition.





Evaluation Data Sources: Facebook page, other social medias sites such as Bloomz and SeeSaw,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student names will be submitted for CHOMPliments in the halls and announced daily over the PA. Celebration goals will be created and recognized throughout the year.</p> <p>Strategy's Expected Result/Impact: Students will strive to improve character decisions to receive the notoriety of a CHOMPliment.</p> <p>Staff Responsible for Monitoring: Review CHOMPliment counts on whiteboards and celebrate school wide goals.</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 7: Celebrate our Excellence

Performance Objective 1: Academic success of students achieving honor roll will be celebrated publicly each grading period.





Evaluation Data Sources: Campus calendar showing award assemblies, honor roll lists, social media

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students receiving A/B, A or Principal's honor roll will be recognized at each Gator Groove. Students will collect work to display in classroom as a demonstration of growth over time.</p> <p>Strategy's Expected Result/Impact: Gator Groove agendas</p> <p>Staff Responsible for Monitoring: Classroom teachers, campus secretary, classroom teachers, PEIMS clerk</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 7: Celebrate our Excellence

Performance Objective 2: 100% Groves students will participate in one of the following: District Celebrate the Arts, District Honor Choir, or District Track Meet and be recognized publicly through assemblies, Facebook, and/or the campus webpage.

Evaluation Data Sources: Rosters for Celebrate the Arts, District Track Meet
Campus webpage, Facebook timeline

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus art, music, and PE teacher will select and promote individual students' art work to display in the hallway and enter in Celebrate the Arts, district honor choir, and district track meet.</p> <p>Strategy's Expected Result/Impact: Log of Celebrate the Arts, Honor Choir, and track meet participants</p> <p>Staff Responsible for Monitoring: Campus art, choir, and PE</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Groves Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Groves Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chelsea Chilcott	Teacher	1
Diana Menjivar	ESL Teacher/Special Areas Lead	0
Kristi Pendergrass	Title I Facilitator	0
Melanie Goodrich	paraprofessional	1
Rakhshan Aziz	Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristi Pendergrass	Title I Instructional Facilitator	Title I	1
Melanie Goodrich	Title I Instructional Paraprofessional	Title I	1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Heather Buckley	Principal
Administrator	Meagan Wendt	Assistant Principal
Non-classroom Professional	Kristi Pendergrass	Title I facilitator
Non-classroom Professional	Diana Menjivar	ESL teacher
Community Representative	Jeff Buckley	community businessman
District-level Professional	Jill Vasquez	Director of Special Services
Special Programs Teacher	Miriam Ahmad	Special Education
Parent	Megan West	parent
Parent	Alexa Roston	parent

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,720.00
+/- Difference					\$7,720.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Differentiated Instruction (in class & tutoring)- part-time staff	11-6126	\$10,880.00
2	2	2	Differentiated Instruction (in class & tutoring)- reading materials	11-6329	\$5,000.00
2	2	2	Differentiated Instruction (in class & tutoring)- materials	11-6398	\$8,000.00
2	2	3	Professional Supplemental Pay- tutoring; enrichment	11-6116	\$3,000.00
2	2	3	Tutoring snacks	11-6499	\$500.00
2	2	4	Such as RGR, Lone Star Math	11-6399	\$8,000.00
2	4	3	PAT; Literacy Night; Summer Reading snacks	61-6499	\$400.00
2	4	3	PAT; Summer Reading - paraprofessional supplemental pay	61-6121	\$1,000.00
2	4	3	Book Connection- Literacy Camp, PAT	61-6329	\$800.00
2	4	3	PAT; Literacy Night; Summer Reading supplies	61-6398	\$2,000.00
2	4	3	PAT; Literacy Night; Summer Reading - professional supplemental pay	61-6116	\$2,000.00
2	6	1	Field Trip	11-6412	\$7,500.00
2	6	1	Guest speakers, in-house field trips, visiting author	11-6299	\$3,000.00
2	6	1	Buses - Field Trip	11-6494	\$4,000.00
4	1	4	Professional Development - principal travel	23-6411	\$1,000.00
4	1	4	Professional Development - teacher travel	13-6411	\$2,000.00
4	1	4	Professional Development - consulting services	23-6299	\$1,775.00
4	1	4	Professional Development - conference	13-6299	\$5,000.00
Sub-Total					\$65,855.00
Budgeted Fund Source Amount					\$65,855.00
+/- Difference					\$0.00

Title III - LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,200.00
+/- Difference					\$4,200.00
Grand Total Budgeted					\$77,775.00
Grand Total Spent					\$65,855.00
+/- Difference					\$11,920.00

Addendums

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SEXUAL HARASSMENT
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

GENDER-BASED
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

RETALIATION

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

PROHIBITED
CONDUCT

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING
PROCEDURES

STUDENT REPORT

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

DEFINITION OF
DISTRICT
OFFICIALS
TITLE IX
COORDINATOR

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA/
SECTION 504
COORDINATOR

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
ALTERNATIVE REPORTING PROCEDURES	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
TIMELY REPORTING	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
NOTICE TO PARENTS	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
INVESTIGATION OF THE REPORT	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
INITIAL ASSESSMENT	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
INTERIM ACTION	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
DISTRICT INVESTIGATION	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed,</p>

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CRIMINAL
INVESTIGATION

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

CONCLUDING THE
INVESTIGATION

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

NOTIFICATION OF
OUTCOME

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

DISTRICT ACTION
PROHIBITED
CONDUCT

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

CORRECTIVE
ACTION

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Local Wellness Plan: District and Campus Improvement Plan

Performance Objective: Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity and School Based Activities:

- The District/Campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.
- The District/Campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.
- The District/Campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, life-long physical activity for District employees and students.
- The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance to district policy.

